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Efforts to Prevent Radicalism for Children in School/Madrasah

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ABSTRACT

This study discusses efforts to prevent radicalism in Elementary Schools (SD MI). The purpose of the study is to analyze effective strategies in overcoming the potential for radicalism in elementary education environments. This study uses qualitative methods, namely by collecting library data, reading, and taking notes on the discussion material. This study discusses the steps that have been taken by SD/MI in preventing and overcoming radicalism. The results of this study provide insight into the successes and challenges in implementing efforts to prevent radicalism among children, viewing it as an integral part of forming a safe and peaceful society. As well as the importance of a holistic approach involving schools, families, and communities in creating an environment that supports the values of tolerance, pluralism, and intercultural understanding. It is important for children and educators to face and overcome understandings of radicalism. The implications of these findings can provide a foundation for developing more effective radicalism prevention strategies among elementary school children.

ABSTRAK

Penelitian ini membahas upaya pencegahan radikalisme di Sekolah Dasar Madrasah Ibtidaiyah (SD MI). Tujuan penelitian adalah untuk menganalisis strategi yang efektif dalam mengatasi potensi radikalisme di lingkungan pendidikan dasar. Penelitian ini menggunakan metode kualitatif, yaitu dengan cara pengumpulan data pustaka, membaca, dan mencatat mengenai materi pembahasan. penelitian ini membahas tentang langkah-langkah yang telah diambil oleh SD/MI dalam mencegah dan mengatasi radikalisme. Hasil penelitian ini ini memberikan wawasan tentang keberhasilan serta tantangan dalam implementasi upaya pencegahan radikalisme di kalangan anak-anak, memandangnya sebagai bagian integral dari pembentukan masyarakat yang aman dan damai. Serta pentingnya pendekatan holistik yang melibatkan sekolah, keluarga, dan masyarakat dalam menciptakan lingkungan yang mendukung nilai-nilai toleransi, pluralisme, dan pemahaman antarbudaya. Penting bagi anak-anak dan para pendidik untuk menghadapi dan mengatasi pemahaman radikalisme. Implikasi dari temuan ini dapat memberikan landasan bagi pengembangan strategi pencegahan radikalisme yang lebih efektif di kalangan anak-anak SD/MI.

PRELIMINARY

Currently, the development of radicalism is attracting great attention both at home and abroad. The phenomenon of radicalism has indeed emerged in Indonesia due to dissatisfaction with the political, social, economic, and religious situation, with 4,444 minority groups committing violence (Sahri, 2020). The emphasis on violent struggle (jihad), which is considered legitimate as the main and only method to bring about political change (Hassan, 2019).

Radicalism is a term used to refer to groups in England in the 19th century who demanded radical reform. Radicalism itself comes from the root word "radix" or "root". This root word has different meanings. The word radicalism can refer to certain things, depending on the situation and events that occur. People who are considered radical are those who seek fundamental changes to status, including rapid and fundamental changes to laws and methods of government (Mustofa, 2019).

The emergence of radicalism in Indonesia has raised concerns throughout Indonesian society. The attitudes and actions of individuals or groups that oppose the dominant system while seeking dramatic change using violent or extreme methods, which are acts of radicalism. The presence of

radicalism is difficult to detect, especially in the era of information and communication technology, where the internet is the main tool in carrying out its actions.

Radicals spread information and conduct propaganda activities through new media. They implement a system of arguing with each other by spreading fake news containing hoax news, hatred, hostility, and calls for violence. Preventing radicalism among elementary school children is very important. Given the high vulnerability of this age, education, and the home environment play an important role in forming a healthy and tolerant understanding.

These efforts include education about the values of diversity, character education, and the development of critical skills to help children recognize and reject radicalism. Therefore, religious education in schools also has an important role in preventing radicalism among elementary school children. In addition, character education is also needed in preventing such thoughts.

With this education, elementary school students can fortify themselves against radical thinking. Teachers and schools also have a role in instilling educational values, especially character education, so that students understand the values of character education. In addition, the role of parents is also very important in supervising children's activities, as well as providing a correct understanding of the values of diversity and being able to supervise and limit children's access to potentially radical content on social media. All of this is expected to make elementary school students understand and be able to protect them from radical thinking. Thus, it can lay a strong foundation for forming a generation that has a positive attitude and distances itself from the potential threat of radicalism.

METHOD

This writing uses a qualitative approach. This approach involves a literature study method that involves an explanation of books and articles that are relevant to the object of study that contain efforts to prevent radicalism. The research stages begin by collecting relevant literature and studying it in detail and in depth, as well as conducting discussions to discuss the context related to the material in the journal to compile this article. The data sources used in this study are academic literature including related journals through trusted sources. The selection of data sources must be based on relevance to the research topic and the latest information. In this writing, data analysis is carried out in two stages: the selection stage and the content analysis stage. At the selection stage, relevant data will be identified and selected from the sources that have been collected to be adjusted and provide a comprehensive picture of efforts to prevent radicalism in SD/MI and help identify areas that need improvement or further development. Then at the content analysis stage, the selected data will be analyzed carefully to identify the basic concept. So that readers can understand the contents of this study easily and quickly.

FINDINGS AND DISCUSSION

Understanding Radicalism

In the Great Dictionary of the Indonesian Language (Depdiknas, 2002), radicalism is defined as an ideology or school of thought that seeks social and political change or renewal through violent or drastic means. Radicals also have different assessments of the political situation. Namely by justifying and even demanding violent actions related to politics (violent politics) as the only way to change the political situation (Moskalenko and McCauley, 2009). Linguistically, radicalism comes from the word radix which means root. means an understanding or school of thought that wants social and political change or renewal through violent or drastic and revolutionary means. However, it can also mean the concept of a mental attitude in carrying out change. This is a term used in the late 18th century for supporters of radical movements.

Meanwhile, Sartono Kartodirdjo defines radicalism as a social movement that completely rejects the ongoing social order and is marked by strong moral irritation to oppose and be hostile to the privileged and powerful (Kartodirdjo, 1985:38). In the reality of everyday religious life, radicalism is shown as movements that try to completely overhaul the existing social and political order with the use of violence based on religious reasons or jargon (Hasbiyallah, 2016).

According to Zahratul Mahmudat, Radicalism has four characteristics. First, intolerance, which is not respecting the opinions or beliefs of others. Second, an exclusive attitude, which is a closed attitude and trying to be different from the habits of many people. Third, a fanatical attitude, which is an attitude

that always justifies oneself and blames others. Fourth, a revolutionary attitude, which is the tendency to use violence in achieving goals (Khoiriyah, 2019).

From a linguistic perspective, radicals are actually very different from terrorists. Because radicalism is a serious process in fighting for success or ideals. Radicalism can be interpreted positively or negatively or in constructive and destructive forms. Radicalism has a positive or constructive meaning if it is fenced off by an attitude of tolerance or self-restraint in society. There are two factors that can cause someone to radicalize: 1). Internal factors (factors that come from within), namely destructive tendencies within a person, such as the desire to harm or destroy. 2). External factors (factors that come from outside), namely due to socio-political pressure, injustice, and differences in well-being.

According to Islamic intellectuals, Yusuf Qardhawi can be said to be radical if he meets the following criteria, namely: A person who is fanatical about an opinion without respecting the opinions of others without opening the opportunity for discussion, Demanding others for something even though it is not demanded by Allah SWT. Applying an inappropriate rude attitude, having a rude and harsh attitude when dealing with anyone, always thinking negatively about others so that the goodness of others is covered up and only their badness is seen, Distrust of others.

Negative or destructive radicalism is an understanding or action that has a strong goal to realize rapid change or an effort to maintain something very fanatically. The concept of Radicalism itself is sometimes interpreted differently among interest groups. In the religious sphere, radicalism is interpreted as religious movements that try to completely overhaul the existing social and political order by using violence (Rubaidi, 2007:33). While religious radicalism, starts from a political movement that is based on the most fundamentalist religious doctrine, completely and literally free from compromise, domestication, and reinterpretation (interpretation) (Azra, 1993:4). It can be concluded that radicalism is an understanding created by a group of streams that want drastic social or political change or renewal by using violent means to achieve changes in political conditions.

The Importance of Education in Schools

Education is a very important process for the survival and life of humans. Nanang Martono said that education is a very interesting theme for humans, because education is a vital institution and provides long-term investment for all nations in the world. According to Article 1 paragraph (1) of Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed for themselves, society, nation and state. Education has a very noble goal and function, namely to humanize humans, in the sense of making humans play a more active role as humans, more knowledgeable and understanding of values and nature as humans.

Education in schools is important because it provides a foundation of knowledge, skills, and moral values that help shape character and prepare for the future. Ki Hadjar Dewantoro called it life long education which is interpreted as a lifelong education process. Education does not only direct the quality of the mind, but also concerns ethics and mechanical or muscular intelligence. In other words, the measure of educational success is not enough to be seen from the success of producing cognitive or affective or psychomotor skills alone, but all three domains must be achieved completely and perfectly. Education is the most important thing in human life. This means that all Indonesian people have rights and are expected to continue to develop. Education never ends.

In general, education refers to the process of life in which everyone grows to live a dynamic life. Therefore, being an educated person is very important. 4,444 people are educated to become human resources that are useful for the nation, homeland, and society. The first educational environment that each person receives is the family environment (non-formal education), school environment (formal education), and community environment (non-formal education). Schools are formal institutions that have an educational mission.

Schools have a very important role as a means of exchanging opinions between students. The role of education is very large in preparing and developing reliable Human Resources (HR) who can compete healthily but also have a sense of togetherness with other human beings. In addition, teachers must ensure that the lessons given are always sufficient and can attract children's interest, because it is not uncommon for children to consider the lessons given by teachers to be useless. What is concerning is that in the last

few years, radicalism movements have entered the world of education and among young people. The phenomenon of suicide bombings, bombs in Serpong, the detection of the NII (Islamic State of Indonesia) network some time ago confirmed that radical movements have infiltrated their understanding and expanded the reach of their networks through campuses and schools.

Teachers also have a key role in providing positive examples and educating students about the importance of respecting differences and resolving conflicts peacefully. Not all forms of radicalism in education are in the form of violent acts but can also be manifested in the form of speech and attitudes that can lead to violence that are not in accordance with educational standards. This attitude the possibility of violence has an impact on creating unpleasant situations and conditions in schools for students. Although radicalism is an important issue, it is important for children and educators to face and overcome the understanding of radicalism. This involves education that is better and adapts to national insight, as well as the development of skills and noble morals in students.

In addition, it is important for children to understand the importance of radicalism education and collaborate with teachers and leaders to prevent radicalism in their elementary schools. Radicalism in education has a very potential threat in realizing the continuity of quality education. Radicalism can emerge at any time, from anywhere and can be done by anyone. Therefore, radicalism needs to be addressed in a complete and comprehensive manner that includes various aspects of synergizing neatly and appropriately.

Radicalism Prevention Efforts

Efforts to prevent radicalism are carried out in various ways. An effective method is correct and accurate education, both general and religious. In addition, prevention efforts can also be carried out by communicating Indonesian values and peace values and increasing public awareness of the dangers of radicalism and terrorist attacks. One of them is by instilling a sense of love for the homeland and national values from an early age, and encouraging compliance with citizenship rules. In addition, it is important to instill religious values in children from an early age and develop critical thinking skills. Several studies have shown that strengthening religious moderation in early childhood can also be an effort to prevent radicalization. This can be achieved through national efforts, strengthening tolerance and anti-violence, and introducing and preserving local culture.

Efforts to prevent child radicalization that require a holistic approach include Inclusive education: namely, by ensuring all children have access to inclusive education and encouraging tolerance, pluralism, and understanding of differences. Strengthening positive values: Encouraging the development of positive values such as tolerance, mutual respect, justice, and diversity through formal and non-formal education. Family approach: Involve families in educating children about reasonable values and providing the necessary emotional support. The most basic environment for children is the family. Reciprocal relationships occur in the family, namely the relationship between parents and children, children with other children or between siblings (Wahyudi & Kurniasih, 2018). The role of the family in this case can be a supporter of preventing radicalism.

Social Media and Technology: Monitoring children's online activities, providing digital literacy education, and promoting content that supports moderate values and limiting children's access to potentially radical content on social media. Community Engagement: Encouraging community involvement in positive activities such as sports, arts, and social activities to build healthy relationships. Religious Approach: Using a moderate religious approach to encourage inclusive understanding and educate children about human values. Providing moderate religious education and respecting differences in beliefs.

Mental Care Program: Providing psychological support to children to prevent emotional instability that can lead to increased risk of radicalism. This effort needs to be carried out collaboratively by schools, families, and communities to create a safe environment and support positive child development. All of this is expected to make elementary school students understand and be able to protect them from radical thinking.

CONCLUSION

Based on the description above, it is concluded that education in schools has an important role in shaping character, increasing knowledge, and developing students' skills for future preparation. Radicalism in education has the potential for a very linguistic threat in realizing the continuity of education quality. Radicalism can emerge anytime from anywhere and can be done by anyone. Therefore, radicalism needs to be addressed in a complete and comprehensive manner that includes various aspects of synergizing neatly and appropriately. Prevention of radicalism in elementary schools / Islamic elementary schools can be achieved through a holistic approach that includes education in the values of tolerance, building intercultural understanding, and active involvement of parents and communities. In addition, curriculum integration that encourages an understanding of plurality and the development of critical thinking skills can be an effective step in forming a generation that understands and accepts differences, thus preventing the potential for exposure to radical ideology.

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